

A Study on the Impact of Cartoon on Pre-Schooler Children and Its Implementation as a Teaching Tool in the Curriculum.

Trisha Sinha¹, Ahammod Mallick²

¹(Department of Education, Kazi Nazrul University, India)

²(Department of Education, Trainee Teacher, The University of Burdwan, India)

Abstract: Cartoon has always been a lovable content among the children. Whenever they see any cartoons program on the TV channel, they feel very happy and enjoy the moment. However, cartoons have both positive and negative sides. This paper is mostly based on the effect of cartoons on pre-schooler children and collect opinion about the cartoon as a teaching tool. A descriptive survey method conducted with the help of purposive sampling technique 60 parents of pre-schooler children and 60 pre-schooler teachers were selected as sample. A self-made questionnaire and Semi-structured group interviews are conducted for data collection. The Chi-square technique is used as a statistical technique for data analysis. In this study, the teachers and parents have expressed both positive and negative opinions about the cartoons' effect. Majority of the views have supported cartoons as a teaching tool for an effective learning process.

Key Word: Cartoon; Preschooler; Children; Curriculum; Teaching tool.

Date of Submission: 20-08-2022

Date of Acceptance: 04-09-2022

I. Introduction

Famous American psychologist, John Broadus Watson had said "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take anyone at random and train him to become any type of specialist I might select—doctor, lawyer, artist—regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors". So it's clear that children's mind is like a blank paper where we can write anything about their individuality and cartoon is one of the media to shape their behavior. The cartoon is defined as a TV program or short movie, usually a funny one, made of using characters and images that are drawn rather than real (Cambridge Dictionary, n.d.). Regarding the above, cartoon mainly based on the animated series representing society and social relationships and daily life activities. Cartoons are a great process to teach children about local customs, heritage, history, and mythology. Like watching Ramayana or Mahabharata in an animated version that can build their knowledge about Indian mythology. Similarly, watching cartoons about Panchatantra can teach a child about good morals, kindness, and compassion. Cartoons can also help children get an early start on learning, their language development, cognitive development, relief from the educational stress, enhance imagination and creativity power (Ghilzai1, Alam, Ahmad, Shaukat, Noor,2017). They can also learn about the importance of friendship, family, mother nature, behavior, etc. There are also many negative impacts of the cartoon that affect children's cognitive, affective and psychomotor development, like encouraging violence, foul language, promoting bad role models, etc. Children who overwatch the cartoons show a high language acquisition rate; moreover, they also display aggressive and violent behavior with siblings and peers. (Ghilzai1, Alam, Ahmad, Shaukat, Noor,2017)

II. Objectives Of The Study

1. To know whether cartoon helps bring a positive, emotional, psychological, and behavioral change of pre-schooler children.
2. To know about cartoons helps to increase the educational efficiency of pre-schooler
3. To suggest how to improve the teaching-learning process using cartoons in the curriculum of preschooler children to know the views of parents or teachers about the inclusion of cartoons as a teaching tool in the curriculum.

III. Review Of Related Literature

Sultana (2014) studied the impact of cartoon on children in the paper titled, ‘Role of cartoon: a brief discussion on how cartoons put an impact on children’. The data was collected from the survey and the interview method. The result indicated that the cartoons have both positive and negative sides. Gondal and Raza (2016) in their study, “Impacts of Cartoons Viewing on the School Going Kids: Is Really a Trouble to Contemplate” aimed to understand the physical and emotional effects of a cartoon character on the personality of kids. Survey and questionnaire are used as a tool for data collection. The study of Tripathi and Singh (2016) “The effect of cartoons on children” revealed that children are highly influenced by cartoons and parents are not satisfied with the positive effects of cartoons on their children. In the study of “Effects of cartoon network on the behavior of school-going children (A case study of Gujrat city)” Yousaf (et al.,2015) highlighted the psychological behavior and daily activities of the children of Gujrat after watching TV Commercials. The study of Ghilzai(et al., 2017) “Impact of Cartoon Programs on Children’s Language and Behavior” revealed that children who overwatch the cartoons program an exalted language acquisition rate; they also display violent and aggressive behavior. Kidenda (2010) conducted a thesis on “An investigation of the impact of animated cartoons on children in Nairobi”. The main objective of this research is to investigate the impact of animated cartoons on children in Nairobi. In this research,the researcher conducted casual observation, questionnaires, a general survey, focus group discussions, face-to-face interviews used to gather data for analysis. Rai (et al., 2016) conducted an article on “Effects of cartoon programs on behavioral, habitual and communicative changes in children”. The main objective of this study is to investigate watching too much cartoon shows causes for violent and aggressive behavior. This study revealed that cartoon programme change children dressing senses, increase violent behavior, and develop their language skills. Habib,K., and Soliman,T.(2015) conducted a study on “Cartoons’ Effect in Changing Children Mental Response and Behavior”. The main objective of this study is to determine the effect cartoon TV shows especially Ben Ten & Doramaan and identify the children’s behavior after watching this TV program.

IV. Methodology Of The Study

In this study, the descriptive survey method is used for data collection. 60 parents of pre-schooler children’s and 60 pre-schooler teachers were selected as sample. Purposive sampling technique is used in the present study for data collection. To carry out the present research, a self-made questionnaire prepared and standardized by Face validity to collect teacher’s opinions about cartoon’s impact on pre-schooler children and a semi-structured group interview is conducted for qualitative Data collection of parents’view. The Chi-square method is used as a statistical technique in my present study to analyze the data and also used coding for analysis the parents views.

V. Data Analysis And Interpretation

A. Views of Teachers on the Impact of Cartoon

The following result was found after the collection of data from the teachers.

SL. NO	ITEM	AGREE	UNDECIDE	DISAGRE	CHI-SQUAR	INTERPRETATIO
1	The cartoon makes children happy	60	0	0	120	Sig. at 0.05 level
2	Cartoon help to reduce study stress of the children	55	4	1	92	Sig. at 0.05 level
3	Cartoon increases aggressive behavior of the children	26	14	20	3.6	Not Sig. at 0.05 level
4	Cartoon motivates the children to learn	43	6	11	65	Sig. at 0.05 level
5	The cartoon does not increase creative ability or imagination power of the children	27	10	23	7.9	Sig. at 0.05 level
6	Cartoon excites children to learn new subjects	43	9	8	40	Sig. at 0.05 level
7	Cartoon help to increase innovative ideas of children	46	10	4	52	Sig. at 0.05 level
8	Cartoon helps to catch the attention of children learning	44	11	5	44	Sig. at 0.05 level
9	Cartoon prevents the children from a bad habit	30	13	17	7.9	Sig. at 0.05 level
10	Cartoon develops self-confidence in the children	28	9	23	9.7	Sig. at 0.05 level
11	Cartoon prevents the children from participating in community activity	21	16	23	1.3	Not Sig. at 0.05 level
12	Cartoon assists for polite behaviour in the children	27	14	19	4.3	Not Sig. at 0.05 level
13	Cartoon support children obedient behaviour	24	14	22	2.8	Not Sig. at 0.05 level

14	Cartoon promotes anti-social behaviour in children	17	18	25	1.9	Not Sig. at 0.05 level
15	Cartoon helps children how to communicate with society	39	15	6	29.1	Sig. at 0.05 level
16	Cartoon help to know the social norm	43	10		39.9	Sig. at 0.05 level
17	Cartoon helps to evaluate children learning	42	9	9	36.3	Sig. at 0.05 level
18	The cartoon does not help in the intellectual development of the children	30	11	19	9.1	Sig. at 0.05 level
19	Cartoon helps to develop children academic progress	31	9	19	12.2	Sig. at 0.05 level
20	The cartoon is helpful in a subject like science and math	28	13	19	5.7	Not Sig. at 0.05 level
21	Cartoon is a helpful tool for children language development	43	5	12	40.9	Sig. at 0.05 level
22	Cartoon develops general knowledge of the children's	37	12	9	23.7	Sig. at 0.05 level
23	Cartoon helps to enrich children's vocabulary	36	16	8	20.8	Sig. at 0.05 level
24	Cartoon helps to build environmental awareness	45	12	3	48.9	Sig. at 0.05 level
25	Cartoon allows an opportunity for practice and application of what has been learned in school	29	19	12	7.3	Sig. at 0.05 level
26	Cartoon develops independent learning skills	40	10	10	30	Sig. at 0.05 level
27	Cartoon provides joyful learning to children	49	6	5	47.5	Sig. at 0.05 level
28	Cartoon lead to a better understanding of the subject	49	4	7	63.3	Sig. at 0.05 level
29	Cartoon should not important for curriculum	12	18	30	8.4	Sig. at 0.05 level
30	An educational cartoon is the best way of learning	46	6	8	50.8	Sig. at 0.05 level
31	Cartoon helps to create learning environment at schools	51	4	5	72.1	Sig. at 0.05 level
32	Cartoon enables the children to make good academic results	37	13	10	21.9	Sig. at 0.05 level
33	Cartoon can improve the student-teacher relationship	42	11	5	39.5	Sig. at 0.05 level
34	Cartoons are an expensive tool for teaching	46	9	5	51.1	Sig. at 0.05 level
35	Cartoons are an effective tool for pre-schooling	53	6	1	82.3	Sig. at 0.05 level

The above table shows the teachers' responses to a set of a statement prepared to know the views of teachers about the inclusion of cartoon as a teaching tool in curriculum and psychological, emotional, educational, and behavioral impact. The responses of the teachers were categorized 'Agree', 'undecided' or 'Disagree'. In this study, after analysing the teacher's views, we can say that using cartoon as a teaching tool can lead to a better understanding of the subject for child academic development in a barrier-free environment. The cartoon also helps to acquire language development, build their vocabulary and develop general knowledge for their academic progress. Cartoon is the best source of knowledge, joy, entertainment and education for pre-schooler children. Which helps child to learn in real world and adjust in society, and build their better (Pareek & Soni, 2020) character and making them creative children. In the other side we can see that cartoon helps to increase educational efficiency of pre-schooler children's. We can also say that after cartoon is responsible for making children happy and easing their study pressure and evoking interest, increasing attention, and promoting innovation. Cartoons can excite or motivate children to learn new knowledge and helps them to be familiar with society. So we can say that Cartoon as a teaching tool helps bring a positive, emotional, psychological, and behavioral change of pre-schooler children That's why Cartoon should be included in the pre-schooler curriculum. If we teach pre-schooler children's through cartoon this will be very enjoyable and interested for the children.

B. Views of Parents on the Impact of Cartoon

Extensive interview was conducted with the parents of pre-schooler children in burdwan distic. The discriptios are summarized under various themes given below.

I. Language developed and neighbourly

In this study, most of the parents said that their children speak several languages like English, Hindi, and Bengali very easily after watching a cartoon program. One parent says that their children learn how to interact with society and some parents also say that seeing 'Doremon' and 'Shinchan' cartoon shows they

become aware of the environment. One of the parents said that cartoon shows like “ThakumarJhuli” and “Ishops Tales” present a moral aspect at the end of the story that helps the child to choose what is right and what is wrong. Many parents also express their satisfaction with the language development and socially benefits of television and can touch positive attitudes and behaviors (PriyambadaTripathi, 2016). Cartoon is best medium to acquire language skill and social adjustment to the children.

II. Emotional Impact

In this section, most of the parents say that their children feel supremely happy when they watch cartoon. One parent said that after watching the cartoon characters going to school and play with his friend, my son loves to go to school and play or share his tiffin with his friend as the cartoon character does. Cartoon helps children to build some emotion such as ; love, friendship, happiness, aggressive, fear. This emotional factor boost their behaviour, and assist to act in our real environment. Emotional aspect is very important in human being. Aristotle spoke of the rare ability “to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way.” This is just one example of how emotional intelligence manifests in life, in present situation cartoon play a big role create emotional intelligence in pre schooler children.

III. Behavioral Impact

In this area, most of the parents said that their children are always trying to imitate the cartoon characters, which automatically change their behavior like wearing superman costumes or standing in front of a fan and try to pretend that they are flying. One parent also said that - “My child gets angry and throws everything he gets when I restrict him to watch TV programme. Which also represents the cartoons’ negative side. children always try to change their behaviour as like some cartoon characters that they show in tv programme. cartoon made children positive behaviour such as- help the elderly, listen to their parents, help the poor, and work in a group without feeling hate or jealous of their friends. Cartoon also play negative role in children behaviour. There are several cartoons which show characters displaying rude or disobedient behaviour towards their teachers and elders. Watching cartoons which depict violence can encourage children to become violent in real life.

IV. Impact of make imaginative and creative mind

In my study, one parent said that - “My child pretends and imitates to drive a car and make some sound like a horn and also run in the house here and there.” Some parents said that their child creates various innovative things by watching cartoons. Most of the parents argued their child all time busy in different activities like, play with toy car, and always destroy the car and again join this car, play with barbie dolls and make this doll beautiful in their own idea. Also child’s try to make some sketch in their drawing books, Cartoons inspire children’s to increase their imagination and creativity.

V. Cartoon as a teaching tool

Most parents are said that – if cartoons can be used as a teaching tool, children can learn their lesson easily, joyfully, and the children will be more interested and motivated in learning lessons. One parent also said that- “If cartoons used in child’s study purpose help them reduce study stress and remove child monotony so they can learn the study lesson happily.” one parents said that their child like cartoon, if cartoon include in their curriculum this will be very effective for their learner. Cartoon is the most interesting for children, they are so much interested for this so, to improvement of learning we used cartoon as a teaching tool.

VI. CONCLUSION

After the above analysis, interpretation, and discussions, it is clear that cartoon is an effective tool for pre-schooler children to bring out their best ability since it increases their interest, attention, and motivation in a joyful learning environment. Cartoons help maintain children’s mental health because whenever children are watching cartoons, they feel happy and it reduces their study stress and increases their innovative ideas and imagination power. Children who spend their most of the time watching a cartoon, (like ChotaBhim or Ben Ten) their behavior becomes more aggressive and disobedient in nature. Children who overwatch the cartoons show a high rate of language acquisition moreover; they also display aggressive and violent behavior with siblings and peers. (Ghilzai. S. K., Alam. R., Ahmad. Z., Shaukat. A., Noor. S. S.,(2017). It also helps the children’s to develop their language skills, environmental awareness, moral values and builds their love for parents, friends, teachers and also for the animals. That’s why it is an impactful tool for positively increase children’s cognitive, affective and psychomotor domain.

Here we suggest that to implement the cartoon in pre-schooler curriculum and to spread out the value of Cartoon, various type of integration programme should be organized between the District Inspector of School, District Primary School Counselling and the entire educational administrative sector.

References

- [1]. Bose, M. M., & Philip, M. L. EFFECTS OF CARTOON SHOWS ON CHILDREN: A STUDY FROM PARENTS PERSPECTIVE. *International Journal of Scientific Research and Review(IJSRR)*, ISSN No: 2279-543X.
- [2]. Ghilzai, S. A., Alam, R., Ahmad, Z., Shaukat, A., & Noor, S. S. (2017). Impact of Cartoon Programs on Children's Language and Behavior. *Insights in Language Society Culture* (2), 104-126.
- [3]. Habib, K., & Soliman, T. (2015). Cartoons' effect in changing children mental response and behavior. *Open Journal of Social Sciences*, 3(09), 248.
- [4]. Iamurai, S. (2009). Positive Cartoon Animation to Change Children Behaviors in Primary Schools. In *International Conference on Primary Education* (pp. 1-6).
- [5]. Kidenda, M. C. (2006). *An investigation of the impact of animated cartoons on children in Nairobi* (Doctoral dissertation).
- [6]. Raza, S., & Gondal, S. (2016). Impacts of cartoons viewing on the school going kids: Is Really a Trouble to contemplate. *Available at SSRN 2827091*.
- [7]. Rai, S., Waskel, B., Sakalle, S., Dixit, S., & Mahore, R. (2017). Effects of cartoon programs on behavioral, habitual and communicative changes in children. *International Journal of Community Medicine and Public Health*, 3(6), 1375-1378.
- [8]. Rajput, K., & Jain, R. (2017). Mother's perception about influence of cartoons on child's behavior and parenting style. *International Journal of Research and Review*, 4(6), 103-113.
- [9]. Rajawat, D. Cartoon!!! And It's Effects on Socio-Emotional Development of Preschoolers.
- [10]. Sultana, S. (2014). Role Of Cartoon: A Brief Discussion on How Cartoon put an Impact on Children. *ENH Community Journal*, 1(1), 73-80.
- [11]. Tripathi, Priyambada, Singh, Anita and Singh, Anita (2016). The effect of cartoon on children. *Asian J. Home Sci.*, 11 (2) : 400-403, DOI: 10.15740/HAS/AJHS/11.2/400-403.
- [12]. Yousaf, Z., Shehzad, M., & Hassan, S. A. (2015). Effects of Cartoon Network on the behavior of school going children (A Case study of gujrat city). *International Research Journal of Interdisciplinary & Multidisciplinary Studies (IRJIMS)*, 1(1), 73-179.

Trisha Sinha. "A Study on the Impact of Cartoon on Pre-Schooler Children and Its Implementation as a Teaching Tool in the Curriculum." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 27(09), 2022, pp. 27-31.